

KENTUCKY P-16 COLLABORATION: A REVIEW AFTER EIGHT YEARS

1. Teacher Preparation and Professional Development—From Early Childcare Through Grade 12

- **Annual Teacher Quality Summits**

The Council on Postsecondary Education and the Council of Chief Academic Officers have sponsored seven statewide summits. These summits convene the chief academic officers and the deans and faculty of arts and sciences and education from Kentucky's public and independent institutions to develop statewide and institutional plans for improving teacher education. The Kentucky Department of Education and the Education Professional Standards Board have been active participants in these annual summits.

- **2+2 Teacher Education Agreements**

Beginning in 2003, the Kentucky Community and Technical College System, all of Kentucky's public postsecondary institutions, and several independent institutions developed a statewide agreement identifying at least 60 hours of transferable credit from the KCTCS applied associate degree program toward teacher preparation baccalaureate programs. The 2+2 program is designed to increase teacher recruitment, expand access to teacher preparation opportunities statewide, promote college-level options in high school, maximize credit transfer between two- and four-year institutions, and raise the number and level of preparation of classroom assistants.

- **State Action for Educational Leadership Project**

Kentucky was one of 15 states awarded a Wallace Foundation grant to create a coordinated program for educational leadership. The KDE established five demonstration sites in local school districts across the state to develop instructional leadership teams and leadership opportunities for potential principals. Kentucky received continuation funding from the Wallace Foundation to form a partnership between the KDE, Jefferson County Public Schools (Kentucky's largest urban district), the CPE, and the EPSB to develop and strengthen educational leadership programs. It is organized around three breakthrough ideas:

(1) ***Principal Preparation and Development for Aspiring to Retiring School Leaders***

In 2005-06, work focused on university redesign, leader assessment, and induction support for principals. Representatives from 11 university leadership preparation programs identified the Leading Change Critical Elements for Principal Preparation Redesign to stimulate quality improvement and create conditions for sustainable change.

(2) ***Distributed Leadership***. To make sustainable changes in school culture, 32 districts, over 584 schools, and 6,000 teacher leaders focus on common elements of instructional leadership team development. They created professional learning communities to determine key correlations between teacher leadership and student learning and serve as coaches, facilitators, and resource personnel for their schools and districts.

(3) ***Kentucky Policy Forum***. Created in February 2005, the policy forum influenced removal of statutory

language prohibiting reinstatement of a statewide principal induction program. The forum focuses on creating policy, training, and conditions to redesign principal preparation programs. An Education Leadership Reform Task Force was formed to study the redesign of principal preparation programs, principal induction, administrator professional development, and a practitioner doctoral program. The task force and SAELP developed recommendations to shape the redesigned program guidelines.

- **Title II Teacher Quality Enhancement Grant**

From 2002 through 2006, the EPSB sponsored, through a partnership with the Association of Independent Kentucky Colleges and Universities, annual curriculum review and revision projects at most of Kentucky's public, and many of its independent, colleges and universities. Education and arts and sciences faculty analyzed K-12 pre-service courses and programs to ensure alignment with the Core Content for Assessment, the Program of Studies, and specialized association standards. On completion of alignment analyses and revisions, several institutions began collaborations with area high schools to improve coursework, using teacher work samples and feedback from recent high school graduates.

- **Principals' Academy**

House Joint Resolution 14, passed by the 2006 General Assembly, required the EPSB, with the KDE and the EPSB, to establish an interagency task force with public and independent postsecondary education institutions to coordinate collaborative redesign of

programs to prepare and professionally develop educational leaders. The task force recommended redesigning master's degrees for teachers and master's degrees in educational leadership and aligning doctoral programs in education with these redesigned programs. It charged the CPE with selecting a Kentucky Principals' Academy to improve P-12 student learning through specialized professional development for public school leaders. In June 2007, a joint proposal from the University of Kentucky and the University of Louisville, involving multiple postsecondary education partners, was selected. Its advisory committee met in July 2007 to determine the KPA curriculum. The first cohort will be recruited in fall 2007 and spring 2008 and will begin work early in summer 2008.

2. **Alignment of P-12 and Postsecondary Curriculum and Competency Standards Between High School and College**

- **P-16 Literacy and Mathematics**

Alignment Teams

The P-16 Council endorsed recommendations made in March 2001 by statewide teams of P-12 teachers and postsecondary faculty, with input from employers, labor leaders, and parents, to reduce the need for postsecondary remediation. The recommendations were approved by the CPE and accepted by the KBE and the EPSB.

- **White Paper on a Single, Rigorous Curriculum for All High School Students**

The staffs of the P-16 Council partner agencies developed, at the request of the commissioner, a white paper outlining the policy issues involved in

adopting a single, rigorous default high school curriculum that would prepare all students for postsecondary education and the skilled workplace. The P-16 Council endorsed the white paper's recommendation of such a curriculum at its March 2001 meeting, and the CPE approved it in May 2001.

- **American Diploma Project**

Kentucky was one of five states selected to pilot the ADP, a national effort to make the high school diploma and secondary assessments meaningful for college admission, college placement, and the skilled workplace. In February 2004, the ADP released the report, *Ready or Not: Creating a High School Diploma That Counts*, identifying benchmarks of college- and workplace-readiness in mathematics and English, with workplace tasks and postsecondary assignments illustrating these benchmarks. Following the report's release, Kentucky joined 12 other states (now 30) to form the ADP Network and take policy actions on alignment of secondary and postsecondary curricular and assessment standards and accountability for postsecondary student success.

- *Statewide Placement Policy*—In November 2004, the CPE approved a statewide public postsecondary placement policy based on the ADP standards of college readiness. Kentucky Adult Education is revising the state's adult education curriculum accordingly to prepare adult learners for postsecondary education and skilled employment. Local councils use the ADP benchmarks to focus alignment discussions among high school

teachers and college faculty. The Northern Kentucky Council of Partners convened high school English and mathematics teachers and postsecondary faculty to develop instructional materials to help teachers meet postsecondary and workplace expectations and state accountability standards.

- *Revised High School Graduation Requirements*—In 2006, the KBE approved raising the minimum requirements for high school graduation effective for the class of 2012. These include the addition of algebra 2, mathematics every year of high school, laboratory experience in every science course as appropriate, technology competence, and the implementation of Individual Learning Plans beginning in middle school.

- *Revised P-12 Content Standards*—The KDE convened groups of teachers and postsecondary faculty to revise the Core Content for Assessment and the Program of Studies for Kentucky Schools. In 2006, the KBE approved the revisions.

- *Statewide Administration of ACT and EPAS Assessments*—In 2006, the Kentucky General Assembly passed Senate Bill 130, requiring (beginning 2006-07) diagnostic assessment of all eighth- and tenth-graders using the ACT Educational Progress Assessment System, administration of the ACT to all eleventh-graders, and the administration on a volunteer basis of three WorkKeys components of the Kentucky Employability Certificate (reading for information, locating information, and applied mathematics). These assessments evaluate students' readiness for high school, college, technical school, and the workplace and call for appropriate and timely interventions.

- *End-of-Course Assessments*—The KDE began development of end-of-course assessments in mathematics in 2005. In 2006, the Kentucky General Assembly provided a pilot program for high school end-of-course assessments. Kentucky is one of nine states participating in the Achieve Alignment Initiative to develop an end-of-course assessment for algebra 2.

- **Kentucky State Scholars Initiative**

(<http://www.kyscholars.com/>)

Kentucky is one of 24 states participating in the State Scholars Initiative, now headquartered at the Western Interstate Commission on Higher Education. Kentucky State Scholars, managed by the Partnership for Successful Schools, helps middle and high school students chart a course of study that will help them succeed in college and the skilled workplace. Business and community leaders, the likely future employers of State Scholars, bring this message directly into the schools. Piloted during the 2004 school year in Daviess, Jessamine, Kenton, Fayette, and Pike counties, Kentucky State Scholars has expanded to include 17 districts.

- **Dual Enrollment and Dual Credit**

Policy Analysis

In 2006, the CPE conducted a study of high school-college dual enrollment patterns and a survey of institutional practices as a basis for developing a consistent, statewide dual enrollment policy and funding model. The study documented the number and type of college courses taken by high school students and the effect that college course-taking while in high school has on subsequent postsecondary enrollment and success. From 2006-

07, the KDE led a statewide task force on dual credit and partnered with the KCTCS and *Jobs for the Future*, a nonprofit national policy and research firm, to help the task force identify comprehensive policy issues and make recommendations regarding dual credit to boost student performance and increase persistence to a postsecondary degree or credential. In 2007, JFF issued a briefing paper, focusing on questions and recommendations regarding eligibility and finance, and a set of *Recommendations for Data Collection and Analysis*, identifying a research framework that would assist in the evaluation of dual credit programs and their impact on student postsecondary participation and success.

- **Project Lead The Way®**

The CPE received \$700,000 from the 2006 General Assembly to collaborate with the KDE in implementing PLTW, the model P-12 pre-engineering program cited in The National Academies' report, *Rising Above the Gathering Storm*. CPE and KDE staff, in consultation with PLTW, awarded \$650,000 to 13 pilot school districts across the Commonwealth to implement or expand the PLTW curriculum. In June 2007, CPE, KDE, and PLTW staff selected the University of Kentucky as Kentucky's PLTW National Affiliate University, awarding it the remaining \$50,000. UK faculty provide summer institutes for PLTW master teachers, technical consultation, graduate credit articulation, pipeline assessment, and engineering education leadership. Partnering with the CPE and KDE, UK will conduct annual school counselor awareness conferences.

- **STEM Task Force**
In 2006-2007, the CPE convened a Science, Technology, Engineering, and Mathematics (STEM) Task Force to develop a statewide P-20 strategic education and economic development action plan to accelerate Kentucky's performance within the STEM disciplines. The task force included representatives from the Governor's cabinet, postsecondary education, K-12, CPE, KDE, both legislative chambers, and professionals from the STEM disciplines, the business community, and entrepreneurs. The task force issued its final report in March 2007. Study groups based on its eight recommendations met subsequently to develop implementation plans, which will be reported in October 2007.
- **Developmental Education Task Force**
In 2006-07, the CPE's Quality and Accountability Policy Group charged the Developmental Education Task Force with constructing a comprehensive plan for improving the outcomes of postsecondary developmental education. The 18-member group met with state educational program leaders, university leaders, and national experts to review national developmental education research and policy. The final report of the task force, approved by the CPE in February 2007, included six recommendations addressing postsecondary developmental placement policy instruction and intervention at P-12 and postsecondary levels, a comprehensive cross-sector funding model, and the preparation and professional development of teachers.
- **Statewide World Language Strategy**
Responding to KBE's call for more world language teachers before including competence in a world language as a high school graduation requirement, the chief academic officers of Kentucky's public postsecondary institutions asked the CPE to work with their institutions to develop a comprehensive statewide strategy focused not only on the preparation of P-12 teachers but on expanding the opportunity for all Kentuckians to learn world languages and become better international citizens. Since 2006, CPE staff have convened a working group on world languages, including representatives from each of Kentucky's postsecondary institutions and from several state-level agencies and associations to develop recommendations supporting (1) an increase in the number of K-12 world language teachers, (2) an increase in the number of world languages taught at the K-12, postsecondary, and professional levels and in the quality of these offerings, and (3) an increase in and coordination of study abroad opportunities at both the K-12 and postsecondary levels. These recommendations and the funding incentives needed to implement them will be finalized by the group this fall.

3. Increasing College-going Rate and Success of Kentucky's Students

- **Statewide GEAR UP Grant**
GEAR UP Kentucky (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federal initiative to encourage students as early as middle school to stay in school, study hard, and go to college. GEAR UP supports activities

in participating schools providing academic enrichment, mentoring, counseling, and professional development for teachers to improve student performance. The program also supports activities for parents to foster high aspirations and help students and parents plan financially for college. In 2000, the U.S. Department of Education awarded Kentucky a GEAR UP grant for \$10 million, matched by cash and in-kind services from state and other sources to total \$20 million. In 2005, GEAR UP Kentucky received an additional \$21 million funding for six years, again matched from state and other sources for a total of \$42 million. The GEAR UP Kentucky infrastructure comprises seven host sites and 80 secondary schools (grades 7-12) statewide. Currently, GEAR UP Kentucky serves approximately 15,000 students.

- **Public Communication Campaigns**

The CPE conducted a public communication campaign from 2001-03 to provide Kentuckians with practical information about education and training opportunities and to motivate individuals to pursue secondary and postsecondary credentials. This effort supported statewide broadcast and print media, as well as grassroots efforts to increase enrollment in adult and postsecondary education. During that time Kentucky was ranked sixth in the nation in increases in GED completion and saw record growth in adult and postsecondary enrollment.

Since 2005, the CPE received \$800,000 in state funds to launch the second phase of the Go Higher campaign and received

\$1 million in Lumina Foundation and matching state funds to support the Kentucky College Access Network (KentuckyCAN), whose members include local business, civic, and faith-based organizations and leaders to encourage college-going by under-represented populations. In 2007, the CPE launched a College Access Initiative targeting GEAR UP and at risk high school students, adults with some college, GED graduates and adults with high school diplomas, and potential transfer students. All this will support CPE's Go Higher Kentucky College Access Campaign, a key part of CPE's Double the Numbers initiative.

- **Regional Stewardship Initiative**

(http://cpe.ky.gov/policies/budget/reg_steward_program.htm)

The 2006 General Assembly provided \$4.8 million to the CPE to design and implement a new initiative to promote regional and statewide economic development, livable communities, social inclusion, creative governance, and civic participation through public engagement activities initiated by comprehensive university faculty and staff. The regional stewardship initiative provides funding for Kentucky's comprehensive universities to build supportive organizational infrastructures, intellectual capacity in targeted areas, and public engagement activities. Public engagement programs, like basic research, are cost centers for postsecondary institutions. Programs that target the needs of public schools, small businesses, and government and nonprofit agencies require the support of public funds, and the regional stewardship initiative

provides funding to stimulate that work.

<http://kyepsb.net/ApprovedPrograms/approved.aspx>.

4. Improved Data Systems

- **EPSB Data Improvement**

The EPSB has incorporated educator data from the KDE and the Office of Technology to develop an array of Web-based applications to improve educator quality. Among them are:

- LEAD (Local Educator Assignment Data) helps schools ensure that educators are teaching in their areas of certification.
- KECI (Kentucky Educator Certification Inquiry) allows anyone with Web access to check the credentials of any teacher or administrator.
- IMS (Intern Management System) enables schools to record electronically new teacher progress through KTIP (Kentucky Teacher Internship Program).
- HQ (Highly Qualified) Calculator allows teachers and administrators to determine who meets No Child Left Behind's Highly Qualified Teacher definitions.

The EPSB has refined data collection and reporting methods so that institutions can improve the quality of their educator preparation programs. Institutions report educator preparation candidate admission and exit data to the EPSB using a variety of Web-based, password protected methods. Password protected reports allow educator preparation program staff (with appropriate rights) to view admission and exit reports; alternative route to certification KTIP pass records; demographic, certification, assessment, and employment data for former graduates; and data on teachers by district, school, or school term. The EPSB manages and provides to the public institutionally reported program data at:

- **Education Trust Data Project**

In 2003-04, Kentucky joined five other states selected and funded to participate in the Education Trust K-16 Data Flow Project. The staffs from the CPE, the KDE, the EPSB, Morehead State University, and the school districts of Elliott, Morgan, and Pike counties contributed and analyzed data linking information on high school course-taking patterns, postsecondary performance, and the effectiveness of teacher preparation programs.

- **Kentucky Instructional Data System**

The KIDS project is funded primarily through a \$5.8 million federal grant awarded in 2005 by the National Center for Education Statistics' Institute for Education Sciences. Kentucky was one of 14 states awarded funding for a federal Statewide Longitudinal Data System (SLDS) to manage, analyze, disaggregate, and use individual student data; increase the number of states that maintain statewide longitudinal data systems; support decision-making at state, district, school and classroom levels; help states meet reporting requirements of NCLB. The KDE expects that KIDS will enable interoperability of data systems across district and state databases; create a data warehouse combining demographic, assessment, and financial data; establish a foundation allowing other educational agencies to query data; and provide targeted instructional resources.

- **Revised High School Feedback Report**

The CPE, KDE, and KHEAA released the High School Feedback Report for the class of 2004 with data collected by these agencies and test scores reported by ACT, Inc., and The College

Board to give school and district leaders significant information about Kentucky high school graduates' performance during their first two years of college in Kentucky. No student self-reported data were included. Based on feedback from superintendents, staff made substantial changes in both the content and the format of previous reports. The HSFR now includes district and statewide results to allow principals and superintendents to compare their graduates' performance with that of their peers and also graduation rates of each high school and the average high school grade point average and average KEES award for all 12th graders. It lists all the Kentucky public and most of the independent Kentucky colleges in which graduates of a school or district enroll and their most popular majors, which has proven useful for postsecondary enrollment planners.

5. E-Learning and Access

- **KyEducators.org**

(www.kyeducators.org)

In 2002, the EPSB contracted with the Kentucky Virtual Campus to create a portal that provides over 100 courses targeted to the needs of Kentucky's pre-service and in-service teachers, interns, aids, and principals. Since this portal connects the information systems of the KDE and the KYVC, professional development credits immediately apply to certification files.

- **Kentucky Early Mathematics Testing Program** (www.mathclass.org)

The KEMTP, administered by Northern Kentucky University with online capacity through UK, provides diagnostic assessments to students in 10th and 11th grades on their likely readiness for college-level mathematics. The program is

nationally recognized, and other states are using its test structure, content, and online features as models.

- **Kentucky Virtual Schools**

KYVS offers students greater access to challenging courses in shortage areas and in all areas of the pre-college curriculum (for example, world languages, higher mathematics, rigorous electives, and capstone career and technical courses) and Advanced Placement. KYVS provides developmentally appropriate academic enrichment services to students needing additional or alternative instruction with special focus on middle-to-high school transition. KYVS received two planning grants to begin an online international studies magnet program, with phase one including the development of a course in Mandarin Chinese. KYVS partners with the KYVC and the Kentucky Virtual Library to provide high-quality online learning to students in Title I Improvement Schools through the *NCLB* Supplemental Services program.

- **Go Higher Web Portal**

(www.gohigherky.org)

KHEAA oversees the Go Higher Web portal, launched in June 2004. The portal is a comprehensive Web site that helps Kentuckians plan, apply for, and finance college. The site provides information, resources, and interactive tools to guide traditional and non-traditional students through the college planning process. Users can log on to complete career assessments, take virtual campus tours, submit financial aid forms, and apply for undergraduate admission.

- **Kentucky Educational Network**

(www.ken.ky.gov)

KEN resulted from the joint budget request for the FY 2006-08 biennium to develop a seamless education-focused network that will grow and scale to meet new, increasing, and unforeseen needs to support equitable life-long learning for all Kentuckians, to break down the physical and political barriers between secondary and postsecondary education, and to share virtual and physical learning content and resources throughout the P-20 sectors. Executive committee members include the secretaries of Finance and Education Cabinets, the CPE president, the KDE commissioner, and the EPSB executive director. Recent accomplishments include:

- Fiber connections to the 178 K-12 district locations, to be completed by year's end.
- A Best of Kentucky award from the Commonwealth Office of Technology and Digital Government Magazine and honorable mention from Best of the Web and Digital Education Achievement Awards.
- Connection by year's end to Internet2 through Kentucky Regional Optical Network
- Partnership with the 2010 Equestrian Games executive committee to use KEN and Internet2 as international learning opportunities for students and researchers.

- **Kentucky Learning Content Repository**

In 2007 the KYVC and the KYVS were awarded a partnership with Florida in a Fund for the Improvement of Postsecondary Education grant to create a Kentucky P-20 Learning Content Repository, which will improve academic achievement with engaging digital content, save costs by creating content once and using it many times, and help level the playing field by providing access to content by all Kentucky teachers and students.

Coordinated by the Southern Regional Education Board's SCORE (Sharable Content Objects Repository for

Education), the KLCR will be linked to similar repositories in SREB's 16 states, creating a resource for all Kentucky teachers, instructors, and faculty.

6. Local P-16 Councils

- Kentucky now has 20 local or regional P-16 councils linking all levels of education with workforce and economic development needs. Local council representatives meet regularly. The CPE and KYAE continue to provide seed funding and new project support, and postsecondary institutions and local schools districts continue to expand collaborative relationships.